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ABSTRACT

This planning guide in marketing and distributive education is designed to provide the curriculum coordinator and instructor with a basis for planning a comprehensive program in the career field of marketing. Such programs require competencies in sales, sales promotion, buying, transporting, storing, financing, marketing research, and management. The guide provides information in the following areas: need and scope of comprehensive marketing and distributive education programs; the competency-based curriculum; the secondary school curriculum; articulation; community college curriculum; and the program planning process. Eight curriculum guides have been developed to be used in conjunction with this planning guide and cover the following career areas: general marketing; general retail merchandising; food marketing; wholesaling; small business ownership and management; clothing apparel and accessories merchandising; home furnishings merchandising; and lodging-recreation and tourism (hospitality). (All eight curriculum guides are available in the ERIC System--CE 017 039-040 and 017 042-043, and ED 114 560, ED 133 434, and ED 146 356-357.) (BM)

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MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM PLANNING GUIDE

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FOREWORD

The *Marketing and Distributive Education Curriculum Planning Guide* has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the career field of marketing and to allow marketing and distributive education teacher-coordinators with maximum flexibility.

Marketing and distributive education are vocationally oriented programs designed to meet the needs of persons who have entered, or are preparing to enter an occupation requiring competencies in marketing functions including: sales; sales promotion; buying; transporting; storing; financing; marketing research; and management. Marketing occupations are those followed by persons engaged primarily in marketing of goods and services at all employment levels.

The Illinois Office of Education, Department of Adult, Vocational and Technical Education is committed to assisting local communities in the development of quality instructional programs to prepare and upgrade persons for productive careers in the following 15 instructional program areas in the field of marketing: Advertising; Apparel and Accessories; Automotive-Petroleum; Marketing Services; Finance and Credit; Food Marketing; Food Service; General Retail Merchandising; Hardware-Building Materials, Farm and Garden; Home Furnishings; Industrial-Materials Handling; Lodging-Recreation and Tourism; Small Business Management; Transportation and Warehousing; and Wholesaling.

Additional publications which have been developed by the Illinois Office of Education, Department of Adult, Vocational and Technical Education that are designed to prepare individuals for careers in marketing include:

1. *Marketing and Distributive Education Curriculum Guide in General Marketing*
2. *Marketing and Distributive Education Curriculum Guide in General Retail Merchandising*
3. *Marketing and Distributive Education Curriculum Guide in Food Marketing*
4. *Marketing and Distributive Education Curriculum Guide in Wholesaling*
5. *Owning and Operating a Small Business: Strategies for Teaching Small Business Ownership and Management.*
6. *Clothing Apparel and Accessories Merchandising Guide*
7. *Home Furnishings Merchandising Guide*
8. *Hospitality Education: A Guide for High School Teachers.*

Marketing and distributive education preparatory instruction is typically organized under one or both of the following modes: the project (laboratory plan) and the cooperative plan. The project or laboratory plan consists of an organized series of simulated and/or real occupational experiences in the school and the community. The cooperative plan prepares student trainees through alternating periods of school-based instruction with planned occupational experiences in approved training stations in the community. Inherent in both plans are structured learning experiences which lead students to identified career goals in marketing. An integral part of marketing and distributive education is the youth organization, Distributive Education Clubs of America (DECA), which provides opportunities for students to develop competencies beyond that which is acquired in the classroom laboratory or on-the-job. It provides opportunities for students to acquire leadership, social, and civic awareness skills.

The marketing and distributive education program is established to serve persons of diverse abilities, aptitudes, interests, and cultural backgrounds who want, need, and can profit from organized instruction in marketing. Since programs are organized for the population to be served, the nature of the program will take into account community characteristics and special needs of the persons to be served.

A special thank you is extended to the more than 100 teacher-coordinators in the state of Illinois who participated in seminars throughout the state, field tested and reviewed the first-draft copies of the guide, and offered suggestions for improvement in the field test copy.

Special recognition is given to the following individuals for their many outstanding contributions. Mr. Lauren Housel served as the project consultant and Ms. Peggy Pool served as contract monitor representing the Illinois Office of Education, Department of Adult, Vocational and Technical Education. Mr. Edwin Giermak, College of DuPage, was the consultant representing the Illinois Community College Marketing and Management Association. Mr. Paul Reibman was the State of Illinois Secondary Marketing and Distributive Education Association consultant. Dr. Charles Falk, William Rainey Harper College, wrote the community college and articulation sections of the guide.

A most heartfelt "thank you" is extended to Ms. Carolyn English, Ms. Patti Staas, Ms. Diane Oltman, Dr. Ruth Woolschlager, and the other members of the Department of Business Education and Administrative Services staff at Northern Illinois University who assisted with the development of this guide.

MARKETING
AND
DISTRIBUTIVE EDUCATION
CURRICULUM PLANNING GUIDE

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NEED AND SCOPE OF COMPREHENSIVE MARKETING AND DISTRIBUTIVE EDUCATION PROGRAMS IN THE STATE OF ILLINOIS

Marketing and distributive education programs have received increased recognition in recent years because of the importance of marketing to the economic growth of our nation. Distribution, along with production and consumption, is one of the nation's three leading economic activities. Our system of mass production is based on an efficient system of mass distribution. If distribution fails to achieve its maximum efficiency, our nation will fall short of reaching its full economic potential.

Employment in marketing, now at an all-time high, will increase faster than in most other occupations. Moreover, the advancement of technology and growth of incomes will increase this figure, with fewer workers needed to produce goods and services and more needed to distribute them. The demand for persons trained in marketing, therefore, is strong and is expected to gather momentum in coming years. Employment opportunities in the field of marketing can be most accurately described as being highly diversified. This is brought about partly because of the complexity of the field of marketing. As in most complex occupational fields, there is a wide array of job opportunities in the field of marketing. Some jobs require a few simple competencies while others require extensive training and education.

Businesses in the field of marketing employ over two million people in the state of Illinois. Vocational marketing and distributive education programs are a composite of vocational programs designed to meet the needs of persons who have entered or are preparing to enter the field of marketing or an occupation requiring competencies in marketing functions such as sales, sales promotion, buying, transporting, storing, stock control, financing, marketing research, and management. Marketing occupations are those followed by persons of all employment levels who are engaged primarily in the movement of goods and services to the consumer.

Marketing and distributive education for the state of Illinois is comprised of suggested sequential programs of instruction for fifteen occupational areas. Twelve of the fifteen programs have been identified as being of an interdisciplinary nature. Schools are encouraged to offer marketing courses to students of other disciplines to help provide them with needed skills and knowledges. For example, courses such as introduction to marketing and distribution, retailing, and small business management might be offered for students in the programs of automotive service, clothing, and/or agriculture. In addition, students with marketing career goals in the apparel and accessories and/or food service programs could be offered courses to enhance product knowledge in the home economics area such as textiles, nutrition, and food preparation. A similar interdisciplinary approach can be planned for the following programs:

1. hardware building materials
2. horticulture operations
3. home furnishings
4. lodging, recreation and tourism
5. industrial materials handling
6. transportation and warehousing, and
7. small business management.

On the secondary school level, students can be prepared for gainful employment in the field of marketing by offering up to a four-year sequential program of courses starting with an exploration of the broad career clusters, progressing to the orientation courses, followed by vocational preparation by utilizing either the cooperative or project organizational pattern.

Articulation between the secondary schools with comprehensive marketing and distributive education programs and the marketing departments of the post-secondary institutions in the state of Illinois is highly essential. Students should be able to progress to advanced instruction with a minimum of constraints and with maximum encouragement. Students should be fully aware of the steps to follow in continuing their education or in securing employment well in advance of graduation.

Typical establishments with employment opportunities include: advertising agencies, department stores, wholesale firms, service stations, jewelry stores, banks, savings and loan associations, stock and brokerage firms, marketing functions in manufacturing firms, hotels and motels, building supply firms, delivery and transportation businesses, warehouses, automobile dealers, auto part stores, bulk oil plants, and all types of small business.

The potential for offering a wide variety of instructional programs is almost unlimited at both the secondary and post-secondary levels. Local educational agencies may desire to consider organizing their marketing and distributive education curriculums to include instruction in the general marketing area as well as specialized instruction in the following employment areas:

United States Office of Education Code Number	Marketing and Distributive Education Program Area
04.0100	Advertising (cc)
04.0200-09.0202	Apparel and Accessories (x)
04.0300-04.1600-17.1000	
17.1400	Automotive-Petroleum (x)
04.9902-04.1300-04.1500	
04.1700-04.2000	Marketing Services (x, cc) Personal Services, Insurance, Real Estate, Agriculture Marketing
04.0400	Finance and Credit
04.0600	Food Marketing (x)
04.0700-09.0203	Food Service (x)
04.0800	General Retail Merchandising
04.0900	Hardware-Building Materials—Farm and Garden (x)

04.1000-09.0204	Home Furnishings (x)
04.1200-04.2100	Industrial-Materials Handling (x, cc)
04.1100-04.1800-17.9905	Lodging-Recreation, and Tourism (x, cc) (includes convention facilities)
04.9901	Small Business Management (x, cc)
04.1900	Transportation and Warehousing (x, cc) (Trucking, Air, Water, Rail)
04.2100	Wholesaling (x, cc) (includes brokers except Real Estate)

x Interdisciplinary curriculum

cc Greater depth and specialization in community colleges suggested.

Twelve of the programs are considered to be interdisciplinary in nature. Examples of interdisciplinary programs which assist students in achieving their career goals include:

1. The clothing, textile, and fashion students in the gainful home economics program should have marketing instruction in the specialized apparel and accessories and/or home furnishings courses.
2. The power and heavy equipment, auto mechanics, auto body, welding, electronics, small motor, and machine shop students in the industrial program should have marketing courses in small business management, introduction to marketing, and record keeping (in the office occupations program).
3. The agri-production and/or agri-business students in the agriculture program should be scheduled for the introductory marketing courses as well as the ones in small business management.
4. The transportation program students should have the materials handling, small business management, marketing and distribution, and accounting courses.

THE COMPETENCY-BASED CURRICULUM

It has long been recognized that sound marketing and distributive education programs are composed of a triumvirate of activities:

1. classroom instruction
2. the relating of class instruction to the student's career objective in the cooperative laboratory or the project laboratory
3. student leadership activities.

The subject matter is identified with the competencies that are essential for employment in the field of marketing. The subject matter is divided, therefore, into areas of instruction that correspond to these competencies. The emphasis placed on the areas of instruction varies depending upon such factors as the job level for which a curriculum is designed and the student's occupational objective. These areas of instruction are always taught, however, in relation to one another and to the field of marketing.

The subject matter of the instructional areas progresses in depth and complexity from basic job curricula to career development job curricula to specialist job curricula. A student, who completes a basic job curriculum and decides to enter a career development job curriculum in the same school, may study some of the same areas of instruction in both curricula. In the career development job curriculum, however, the subject matter becomes more complex to prepare the student for a more advanced job level. Thus, one obtains a greater depth and breadth of study in that area of instruction.

These areas of instruction are applicable to both cooperative and project training. In cooperative training, classroom instruction is coordinated with a series of on-the-job learning experiences related to each student's occupational objective. The subject matter in the cooperative plan is taught, therefore, in relation to the learning experiences that students encounter in their scheduled part-time jobs.

In an alternate approach, project training coordinates classroom instruction with a series of individually selected learning experiences or projects related to each student's occupational objective. The following eleven areas of instruction in this plan are presented in relation to school-directed participation experiences:

1. Advertising
2. Communications
3. Display
4. Human Relations
5. Marketing/Economics
6. Management
7. Mathematics
8. Merchandising
9. Operations
10. Product and/or Service Technology
11. Selling

The way in which instructional areas are applied to a particular curriculum depends upon such factors as students' job goals, the purpose of the curriculum, where the curriculum is available, the method of instruction, and the sequence of training available in a school or community. These factors suggest the following guidelines for the development of curriculum:

1. Identify the curriculum with the trainees' occupational objectives.
2. Plan the curriculum so that the proportion of time devoted to the various areas of instruction is related to the competencies required for the particular job: basic level, career development, or specialist.
3. Make the curriculum consistent with the type of school served such as comprehensive, area vocational, technical school, or community college.
4. Adapt the curriculum to the particular instructional

plan that assures vocationally directed learning experiences for those enrolled in either the project or cooperative plan.

5. Plan the curriculum in relation to the sequence of job preparation activities available to students in the school, community area, and state so that students may continue their education by enrolling in various types of advanced level programs in a wide array of adult and post-secondary institutions.

SECONDARY SCHOOL CURRICULUM

Program planners at the secondary level may find it helpful to consider one or more of the following curriculum offerings based on student and community needs: basic, career development, and specialized.

Basic. The basic job curricula develop fundamental techniques in sales and sales-supporting services, essential marketing concepts, qualifying social competencies, and basic skills in computation and communication. These curricula are available to prepare enrollees for threshold-level marketing occupations involving minimal, often routine, employment responsibility.

Career Development. The career development job curricula develop judgment skills in relation to the functions of marketing, merchandising, and management. Such curricula are designed to prepare students for those jobs which involve competencies and responsibilities beyond the basic job level but less advanced than those needed at the middle management level of employment in marketing.

Specialist. The specialist job curricula emphasize specific functions, product areas, or service fields at mid-levels of employment responsibility. They are designed to prepare students for marketing specializations in fields such as food marketing, wholesaling, and finance and credit.

One or more of the curriculum options described below can be implemented in most secondary school settings. Some schools may implement two or three options while others will choose to have all four. The need for a given community or school district in larger communities to implement a wide range of programs within any one of the curriculum options is also becoming increasingly evident when accurate job opportunity data are gathered and analyzed. The potential to serve the diverse needs of students and the business community is greatly enhanced with the recent development of specialized curriculum materials.

Option I
BASIC JOB MARKETING AND DISTRIBUTIVE EDUCATION CURRICULA

Suggsted occupational course sequence for basic job curricula:

9th Grade—OCCUPATIONAL EXPLORATION (Full Year)
Orientation to Business, Marketing, and Management Careers (Semester) AND Introduction to Business (Semester)

10th Grade—OCCUPATIONAL ORIENTATION (Full Year)
Introduction to Marketing and Distributive Education

11th Grade—OCCUPATIONAL PREPARATION
Retailing OR Specialized Elective Marketing and Distributive Education Project Laboratory (Single or Double Period)

12th Grade—OCCUPATIONAL PREPARATION (Full Year)
Marketing and Distributive Education Project Laboratory (Double Period) OR Cooperative Distributive Education On-The-Job Laboratory

Option II
CAREER DEVELOPMENT DISTRIBUTIVE EDUCATION CURRICULA

Suggested occupational course sequences for career development curricula:

9th Grade—OCCUPATIONAL EXPLORATION (Full Year)
Orientation to Business, Marketing, and Management Careers (Semester) AND Introduction to Business (Semester)

10th Grade—OCCUPATIONAL ORIENTATION (Full Year)
Introduction to Marketing and Distributive Education

11th Grade—OCCUPATIONAL PREPARATION
Marketing and Distributive Education Project Laboratory (Single or Double Period)

12th Grade—OCCUPATIONAL PREPARATION
Advanced Marketing and Distributive Education, Cooperative Marketing and Distributive Education On-The-Job Laboratory, OR Marketing and Distributive Education Project Laboratory (Double Period)

Option III

BASIC JOB LEVEL SPECIALIZED DISTRIBUTIVE EDUCATION CURRICULA

9th Grade—OCCUPATIONAL EXPLORATION (Full Year)
Orientation to Business, Marketing, and Management Careers (Semester) AND Introduction to Business (Semester)

10th Grade—OCCUPATIONAL ORIENTATION (Full Year)
Introduction to Marketing and Distributive Education

11th Grade—OCCUPATIONAL PREPARATION (Full Year)
Begin specialized basic job level course sequence in an occupational area such as: food marketing, general retail merchandising, apparel and accessories, petroleum, hotel and lodging, food service, transportation, or wholesaling based on student needs and ability to profit from instruction and community needs, AND Specialized Marketing and Distributive Education Project Laboratory (Single or Double Period)

12th Grade—OCCUPATIONAL PREPARATION (Full Year)
Continue specialized course sequence in an occupational area such as: food marketing, general retail merchandising, apparel and accessories, petroleum, hotel and lodging, food service, transportation, or wholesaling, AND Specialized Marketing and Distributive Education Laboratory (Double Period) OR Cooperative Marketing and Distributive Education On-The-Job Laboratory

Option IV

ENTRY LEVEL MANAGEMENT SPECIALIZED DISTRIBUTIVE EDUCATION CURRICULA

9th Grade—OCCUPATIONAL EXPLORATION (Full Year)
Orientation to Business, Marketing, and Management Careers (Semester) AND Introduction to Business (Semester)

10th Grade—OCCUPATIONAL ORIENTATION
Introduction to Marketing and Distributive Education

11th Grade—OCCUPATIONAL PREPARATION
Business Organization and Management

12th Grade—OCCUPATIONAL PREPARATION
Specialized Entry Level Management Course in an occupational area such as: food marketing, general retail merchandising, apparel and accessories, petroleum, hotel and lodging, food services, transportation, or wholesaling based on student needs and ability to profit from instruction and community needs, AND Specialized Marketing and Distributive Education Laboratory (Double Period) OR Cooperative Marketing and Distributive Education Laboratory (Double Period) OR Cooperative Marketing and Distributive Education On-The-Job Laboratory

Recommended Marketing and Distributive Education Courses and Suggested Electives

Some of the suggested business, marketing, and management course electives for the distributive education program are: salesmanship, business communications, business mathematics, consumer economics, business law, accounting, data processing, business organization management, business behavior and psychology, economics, and typewriting.

Marketing and Distributive Education Program Course Descriptions

Orientation to Business, Marketing, and Management Careers—This course is a comprehensive orientation course including a combination of classroom, laboratory, and community-based experiences planned to introduce the student to the knowledges and skills related to the total field of business, marketing and management occupations.

The main purpose is to assist the student, through further development of a self-concept and matching personal abilities, to make a tentative career choice.

In-depth information into the business, marketing, and management occupational careers, job and eductional opportunities, and the educational and attitudinal requirements should be provided.

Instructional units include: orientation to the world of work, the role of men and women in today's society, relationships as related to personal fulfillment; and the employment success such as employer/employee relations, applying for work, personal grooming, and desirable work habits.

In the business, marketing, and management cluster, students are exposed to activities used in the flow of goods and services from the producer to the consumer or user.

Some sales and service supporting functions that might be included are warehousing, buying, transporting, promoting, financing, researching, and management.

Students will be given an opportunity to decide which area of employment best suits them through the use of films, field trips, guest speakers, and other activities. Actual participation in the type of work done by persons currently employed in this field may also be included.

Introduction to Marketing and Distribution—Introduction to marketing and distribution is a course designed to acquaint students with the scope and importance of the field of marketing and distribution. Further exploration is made of the student's career objective by examining the competitive systems that exist in marketing such as in the areas of sales, finance, credit, transportation, promotion, merchandising, and management. Additional study is made by tracing the process of marketing and transporting goods and services from the producer to the consumer and/or user, and by examining the marketing functions as applied to the many industries represented in the fifteen suggested programs.

Students have an opportunity to begin developing the following basic knowledges, attitudes, and skills needed for entering the field of marketing: communications, mathematics, human relations, selling, consumer, and economic understanding. Students are also introduced to the co-curricular activities of the Distributive Education Clubs of America (DECA).

Marketing and Distribution—Marketing and distribution includes organized learning experiences concerned with the competencies needed by those in entry-level jobs in marketing and distribution. Instruction stresses the marketing functions operating in business enterprises, basic information and skills related to products, and types of distribution services needed. Also included is an understanding of economics, instruction in the use of tools and equipment, and the requirements of employability.

Instruction is also included which will be introductory to the career specialization choice of each student who plans to proceed to additional specialized preparatory instruction at the 12th grade level.

Retailing—A course designed to help students acquire the knowledges, attitudes, and skills essential to perform all of the activities involved in the sale of goods or services to the final consumer for personal use. The five broad areas of retailing studies are: merchandising, operations, finance and credit, personnel, and sales promotion.

Marketing and Distributive Education Project Laboratory—The application phase of the marketing and distributive education program prepares students for gainful employment in distributive occupations through a series of selected simulated and/or realistic occupational experiences and projects which develop the student's competencies in marketing, merchandising, or management. The project laboratory activities are correlated with each student's occupational objective. Each student has an individualized training record indicating what is to be learned in both the laboratory and in the classroom; this plan is to be cooperatively constructed by the teacher-coordinator, student, and an appropriate person employed in the field of marketing and distribution.

Business Organization and Management—A course designed to introduce students to the basic principles and practices of owning a business or serving in a management position. The subject matter includes the study of the process of management, how to supervise, starting a small business, and an overview of the various aspects of business organization and management such as finance, personnel, marketing research, and operations.

Advanced Marketing and Distribution—This is a senior level or capstone course of organized preparatory learning experiences concerned with the competencies needed for securing and holding entry-level jobs in marketing and distribution occupations. The subject matter stresses the marketing functions operating in business enterprises, product and service technology, human relations, occupational adjustment, judgment skills, and additional marketing mathematics and marketing analysis.

Cooperative Marketing and Distributive Education On-The-Job Laboratory—The application phase of the marketing and distributive education program prepares student-trainees for gainful employment in marketing occupations by alternating periods of school-based instruction with periods of planned distributive career experiences in bona fide training stations. Alternation may be on a half-day, daily, weekly, or monthly basis or in any other regular period. Each student has an individualized training plan indicating what is to be learned on the job and in school. This plan is cooperatively constructed by the teacher-coordinator, training sponsor, and the student. The training plan shows a clear relationship between on-the-job and classroom instruction and the career objective of each student.

Variations in the number and types of programs will exist between communities depending upon the marketing opportunities for students and the priorities determined by the school district. Additional limiting factors include financial and physical resources and the availability of qualified teachers. Area vocational centers are particularly encouraged to offer instruction in specialized areas.

Marketing job opportunities within the fifteen recommended program areas usually exist in relative abundance in highly populated areas since business, manufacturing, service, and/or many governmental establishments are so dependent upon marketing-type activities. Marketing is one of the largest job employment areas in Illinois.

ARTICULATION

Program planners in community colleges have learned that the more closely related instruction is to the im-

mediate employment needs of their students, the better the results. Community colleges offer a wide array of curriculum offerings in many of the fifteen specialized marketing instructional areas. The duration and intensity of the program depends upon whether the student is working toward a Certificate Program or an Associate in Applied Science (AAS) degree. Instruction may be offered for as little as six or eight hours or for as long as two years of full-time study. In addition to preparing individuals for initial employment, frequently the instruction is designed to upgrade the competencies of individuals to help them secure middle level management positions.

The duration and intensity of the community college marketing experience also depends upon the type of curriculum that is most consistent with the student's goals and objectives. The Associate in Applied Science (AAS) degree program, for example, involves the equivalent of two years of full-time study and incorporates elements of general education, general business tool courses, and a sequence of specialized marketing courses. The AAS degree program is typically a pre-service program for those aspiring to middle level management positions.

Since community colleges also cater to persons presently employed in marketing positions, a number of short-term, in-service programs are existent and aimed at this student group. These offerings are typically designed for the purpose of upgrading the competencies of marketing employees so as to facilitate advancement into specialist or middle level management positions. Offerings for such students may be a series of half-day or all-day, non-credit seminars and workshops, or they may be a series of two, three, four or more college credit courses organized around a particular specialized marketing instructional area.

These shorter-term programs typically culminate in the award of a "Certificate of Completion." Such a certificate carries the connotation that an individual has completed an organized sequence of marketing offerings at a college level context and at a level of rigor associated therewith. The prospective employer is assured that certain specific marketing competencies have been developed which will have predicted applicability in the work setting.

The community colleges face an articulation challenge that involves three different but yet related publics: secondary distributive education school programs located in the district, four-year colleges and universities where the community college student might pursue further education for business, and the local business community. The community college marketing program has important articulation responsibilities toward both high school distributive education programs and college and university marketing programs.

Linkages with the High School Program

Since the major thrust of many high school marketing and distributive education programs is initial employment upon graduation, some high school teachers are not seriously concerned about working closely with either community colleges or universities with marketing programs. Thus, it remains for community college personnel to effect a "bridge" between the high school distributive education program and the marketing programs of the community college.

Specifically, community college publicity programs should, by design, build upon basic marketing competencies developed in the high school program. Further, such programs should clearly lead to career opportunities which are of greater substance than those which would otherwise be available to high school distributive education graduates.

It is strongly recommended that representatives of both secondary and post-secondary schools accept the initiative to contact administrators and instructors of each institutional level. Ed Giermak, Past President of the Illinois Community College Marketing Association, believes there should be full and open discussion in the following educational areas:

1. What advanced programs and courses are available and/or are being planned in marketing occupations to provide secondary school graduates with additional competencies to enhance their skills and knowledges for more upward mobility within their career choice(s)?
2. What regulations, policies, procedures, etc., are available to secondary school graduates to insure that they may enter post-secondary instruction at their highest level of achievement, thus eliminating any repetition or level of instruction that the students may have previously accomplished? This may include a procedure for waiver of courses, proficiency examinations, and/or offering college credit for equivalency skills in the career field.
3. What plans and procedures are there to provide the secondary school with resource persons and expertise to work with the secondary school students at their school before graduation particularly with those who plan or hope to attend the post-secondary institution of their choice?
4. How can informative brochures, catalogs, scheduling procedures, and other matriculation information be made available to prospective secondary school graduates?
5. What arrangements can be made for representatives of secondary and post-secondary institutions to mutually share and benefit from each institutional level advisory committee?
6. What permanent arrangement can be made for prospective secondary school graduates from marketing and distribution programs to be invited and transported to post-secondary institutions for the purpose of program and facility orientation? Advantages are to be gained from visiting instructors,

meeting students engaged in specific programs of mutual interest, and knowledge of a variety of occupational programs.

Linkages with the Four-Year Colleges and Universities

Articulation of the community college marketing program with that of the four-year college and university is a vexing problem. This is true because of differences in the philosophical bases underlying the curriculum in each of the two types of institutions. The program for a marketing major aspiring to a bachelor's degree in business administration in a four-year college or university is much more theoretical in nature. Such a program also devotes considerable time and attention to a general education core and to course work in quantitative methods and behavioral sciences. It is anticipated that the competencies possessed by a graduate of such a program would qualify such an individual for middle- to upper-level management and/or for higher-level specialist positions in marketing organizations.

In contrast, the community college marketing program is more applied than theoretical in nature. Such programs permit the development of marketing competencies more closely aligned with middle-level management positions; those frequently held by persons without baccalaureate degrees. Often, community college marketing curricula will include courses not taught at the four-year college and university. For these reasons, the level of articulation between the community college marketing program and that of the program for a marketing major at a four-year college and university is less than perfect. For the student, this lack of fit may mean a loss of credit upon transfer from a community college to a four-year college or university.

Community colleges have additional options for the young persons who may come from a high school distributive education program to a community college with an interest in marketing as a career. If such a person knows that a bachelor's degree in business administration with a major in marketing is his/her real long-term goal, then that person could simply pursue a "transfer-oriented" business curriculum while at the community college. These programs carry a variety of labels among the several community colleges, but they share in common the feature of allowing the student to transfer all hours earned in such a program to four-year colleges and universities without loss of credit.

Through the availability of such a curriculum addresses the major aspect of the problem of the linkage or upward articulation with the four-year colleges and universities, the fundamental drawback is that such programs typically contain no marketing courses. Thus, the spark of interest in marketing and distribution which may have been engendered in a student through an experience with a high school distributive education program may be dampened through the early college years until the student enters his junior year of college and begins to take the courses typically assigned to the marketing major.

Linkages with the Business Community

The third dimension of the articulation problem faced by the community colleges concerns the relationship to the local or regional business community. The relationship to the business community has caused such great diversity to emerge among community college marketing programs. Since communities themselves tend to differ markedly, it is only natural that the marketing curricula existent among the community colleges would be similarly varied.

Community involvement with the marketing curriculum is, therefore, highly essential to accomplish this. Company orientation, interest, and input must be encouraged and developed through local marketing advisory committees, individual advice, and cooperation with community organizations. With such cooperative efforts, students from the various marketing programs tend to be viewed favorably. This in turn will result in obtaining or upgrading employment opportunities for students pursuing careers in marketing.

COMMUNITY COLLEGE CURRICULUM

Observers of the community college have been quick to note that community college students are heterogenous in many ways, including age, socio-economic backgrounds, prior educational experiences, ability, and short- and long-term goals. This heterogenity among the student body emanates from the mission of the community college to be community-based, or to meet the needs of the constituency of the community which it serves.

A broad range of curricula and services has been developed by community colleges to address the needs of this diverse student body. Thus, "diversity by design" is an inherent characteristic in the community college. Students enrolled in marketing programs in the community college may be categorized into four groups. The first group of students are those who are interested in marketing to the extent that they know their goal is that of obtaining a bachelor's degree in business administration, with a major in marketing. The needs of this group are met in the community college through the "business transfer program" (usually a program which culminates in the award of an Associate in Arts or an Associate in Science degree program). Technically, the transfer program in business administration is a generic program meeting the needs of all business transfer students, *including* those interested in a marketing major at the four-year college or univeristy.

A second group of students would be those who desire a comprehensive preparation for an occupational career in middle-level management or in some specialized phase of

marketing. This is the group for which the two-year AAS degree marketing curriculum is well-suited.

A third group of students are those who wish to upgrade their skills and/or to attain additional competencies in a certain area of marketing. This is the group for whom the certificate programs comprising a relatively small number of marketing courses are most appropriate. This third group may also include individuals who have had considerable business and marketing experience and who could best profit from non-credit short-term seminars and workshops relative to marketing and management topics as opposed to a formal certificate curriculum. Community colleges are increasingly providing short-term seminars and workshops of this nature.

The fourth type of student found in the community college marketing program are those persons who have had little or no background in either formal vocational training or work experience in their area of interest. Such persons are really obtaining from the community college a type of orientation experience designed to lead toward first, initial, or entry level positions. Their needs are often met through a combination of isolated course selections and vocational counseling and guidance services. Frequently, students in this category will ultimately matriculate into a certificate program and/or an AAS degree program. In recent years, a large number of women interested in entry or returning to the work force have been in evidence in this latter category.

Occupationally-oriented community college AAS marketing curricula can be characterized as having three fundamental components: a general education core, a general business core (including tool subjects as accounting, business law, mathematics, communications, data processing) and the marketing technical or specialty area. The exact "mix" of these courses would be dependent upon the nature of the particular marketing curriculum, the nature of the student body, and the philosophy of the institution and/or its faculty.

It is very common to find cooperative education as a component of community college marketing programs. Because of their relative age and because of prior experiences, community college students are often able to receive high quality co-curricular cooperative education experiences that are not available to high school age distributive education students.

A community college may offer *several* distinct marketing curricula. This would be particularly true in the larger institutions. The smaller, and perhaps more rural, college might be limited to a single general marketing curriculum. "Marketing Mid-Management" or "Marketing Management" are common labels for general marketing curricula in the community college.

In those institutions having such programs, the labels associated with the specialized marketing curricula are most diverse. Despite diverse titles and highly specialized purposes, it may be expected that some common marketing courses would be found in almost all such curricula. "Principles of Marketing" and "Salesmanship" would be prime examples of courses devoted to competencies common to most general and specialized marketing curricula.

Individual colleges might offer AAS degree and certificate versions within the same marketing program, and these programs could be well articulated so that a person starting out in pursuit of a certificate in Food Marketing, for example, would find that all courses taken while in pursuit of the certificate would apply toward the AAS degree program in Food Marketing. Having acquired the specialized marketing courses in Food Marketing while pursuing the certificate program, the student would be obliged only to complete the general education core and the general business core in order to acquire the AAS degree in Food Marketing.

The following illustration provides examples of selected community college marketing programs. These programs asterisked (*) in the illustration relate to marketing career areas addressed in this series of curriculum guides.

	Certificate	Associate in Applied Science Degree
General Marketing (Marketing Mid-Management)*		•
Food Marketing (Food Distribution, Supermarket Management)*	•	•
General Retail Merchandising*	•	•
Wholesaling*, etc.	•	

Increasing specialization and employment demands within the field of marketing suggest that Illinois will not only support, but most demand a diversified program of marketing and distributive education from the post-secondary institutions in the state. Experiences of many Illinois community colleges suggest that a limited number of fairly generalized marketing curricula do not provide students with competencies needed for employment in diverse marketing enterprises found within typical community college districts. Both students and employers are well-served by a wide range of program choices.

Communities change, marketing technologies change, and the in- and out-migration of businesses and industries are a fact of life in many community college districts. These phenomena suggest the importance of remaining watchful for that point in time when the marketing curricula within the individual community colleges must adjust to meet the changes in their respective environments. Observation suggests that the future needs will be for more specialized marketing programs and for fewer

generalized marketing programs at the community college level.

THE PROGRAM PLANNING PROCESS

Sound educational programs in marketing and distributive education require careful planning. Ideally, a year or more of time is required to study student and community needs and to design the desired program(s). Even under the most favorable conditons at least nine month's time is necessary to gather the essential data, obtain the necessary support in the employing community, organize and work with advisory committees, obtain administrative approval and budget commitment, identify and counsel students who need and can profit from the instruction, employ teaching personnel, and secure the essential instructional facilities and materials.

The obvious need for educational programs in marketing and distributive education may be clear to some school administrators and to enough employers to support a program on a short-term basis. However, comprehensive program development requires detailed needs assessment data to successfully enlist the support of administrative personnel, guidance counselors, faculty members, and community agencies on a long-term basis. Carefully prepared and continually updated needs assessment data will be extremely helpful to school administrators and program implementors in planning and maintaining quality programs both on the short-term and long-range basis. Employment data gathered on the number and variety of job opportunities in the field of marketing can also be used in providing students with updated information on careers in marketing.

Marketing educators will want to be aware of occupational trends nationally as well as those for the regional areas in which they plan to operate educational programs. The population of America continues to be highly mobile and students can be expected to move not only from one area of the country to another, but to and from rural and urban communities. Updated supply and demand data on workers and jobs in various occupational categories will be increasingly essential knowledge for teachers, students, and guidance personnel. Some career information, such as the following, is available in bulletins and reports published by the United States Government Printing Office.

1. *Occupational Outlook Handbook* (published biannually) and the *Occupational Outlook Quarterly*
2. *Manpower Report of the President* (published annually)
3. *Census of Business* (published every five years)

The following outline may serve as a guide for local educational agency personnel with responsibilities for planning for comprehensive programs in marketing and distributive education:

1. Secure permission from all necessary educational officials to investigate the need for a program or to expand present programs in the field of marketing and distributive education.
2. Contact the Department of Adult, Vocational and Technical Education through appropriate administrative officials in the local educational agency to secure necessary bulletins in order to learn about state guidelines and staff qualifications.
3. Learn as much as possible about educational programs in the field of marketing and distribution through reading various publications and visiting other local educational agencies with quality programs.
4. Request assistance in determining the need for program(s) from the Department of Adult, Vocational and Technical Education.
5. Prepare, in writing, a basic outline of the plan that will be followed in determining the need for revising the curriculum and submit to appropriate local administrative officials for approval.
6. Contact key individuals among employers, employees, schools, service clubs, and other agencies regarding the advisability of setting up or revising a program in marketing and distributive education.
7. Work with the administrative official to appoint a steering committee (temporary advisory committee).
8. Schedule a steering committee meeting at which time the following points are emphasized:
   a. Function of committee.
   b. Objectives of proposed program.
   c. General acquaintanceship with program.
   d. Proposed plan of action.
9. Conduct a student needs assessment survey to determine study needs and interests after sufficient career orientation to the occupational field has been provided. Consider the following:
   a. Students' career plans and interests.
   b. Students' plans for further education.
   c. Students' interests in marketing occupations for which training can be provided.
   d. Students' needs to work in order to remain in school or while obtaining further education.
   e. Students' perceived relevance of local educational agencies for personal needs.
10. Determine employers' needs and interests in the proposed programs by collecting the following types of information:
    a. Number and kinds of current job openings in the field of marketing.
    b. Number of kinds of marketing job replacements needed to fill anticipated job openings during the next five years.
    c. Five-year projections for employment growth.
    d. Job qualifications in marketing occupational categories.

e. Five-year project of new and emerging marketing jobs.
f. Training needs for particular marketing occupations or for competency areas as expressed by employers.
g. Number of students for whom employers could adequately provide on-the-job training.
h. Number of employers willing to provide training even though full-time employment opportunities in their organizations are limited.

11. Determine how the marketing and distributive education program(s) can best fit into total program of the local educational agency by answering the following questions:
    a. How much time will be devoted to achieving program objectives.
    b. What courses will make up the program?
    c. What will be the grade level placement of the courses?
    d. How will the program be scheduled?
    e. How will staff members be selected and assigned?
    f. Which existing courses need revision?
    g. What new courses must be added?
    h. How will guidance and exploratory experiences be provided?
    i. How are students to be selected?
    j. How much credit or recognition for satisfactory completion of instruction will be given?
    k. What type of occupational experience laboratory programs will the students participate in—project and/or cooperative?
    l. Who will administer the program(s)?
    m. Are there sufficient physical facilities, rooms, and equipment available?
    n. Can instructional materials be made available?
    o. Can the local educational agency meet the state requirements for the program(s)?
    p. Are qualified instructional personnel available?
    q. Is the local educational agency near enough to the employment community so that students can get to the training stations and other laboratory facilities without undue difficulty?
12. Devise a tentative written one- and five-year plan including: philosophy, measurable objectives, policy formation, control, procedures, responsibilities of personnel, organizational structure and general supervision, broad advisory functions, and an estimated total cost and budget for the program and local plan.
13. Implement the various activities of the tentative plan as approved such as:
    a. Determine upon the type or types of program(s) to be installed.
    b. Describe characteristics of students to be served.
    c. Identify occupations for which training will be given.
    d. Plan sequential marketing and distributive education programs and list proposed courses for each program.
    e. Prepare measurable objectives for each program.
    f. Plan and develop internal and external public relations activities for the proposed programs (brochures, presentations, orientation, media, etc.).
    g. Orient faculty and guidance counselors to the marketing and distributive education program plans.
    h. Examine all career options to make sure sex bias does not exist.
    i. Submit all information on proposed comprehensive marketing and distributive education program(s) to appropriate administrator for inclusion in the one- and five-year plan for the Deparment of Adult, Vocational and Technical Education.
    j. Plan content for orientation to marketing careers course and other courses to be taught the following school year.
    k. Provide space for the program such as classrooms and laboratories.
    l. Plan the appointment of an advisory committee.
    m. Identify students who would benefit from and be interested in the program with the aid of the administration, faculty and counseling services.
    n. Describe expected student outcomes:
        1. identify career goals and occupations
        2. specify needed competencies
        3. write statement of expected student outcomes
    o. Continue to work with the steering committee (temporary advisory committee) make up of representatives of employers and employees for the occupational field(s) and from the local educational agency, parents, and students.
    p. Arrange for laboratory experiences with employers (project and/or cooperative):
        1. select training stations (employers of students)
        2. explain the program(s) purpose, policies, and procedures
        3. obtain training agreements
        4. select and appoint training sponsors (on-the-job trainers)
        5. orient training sponsors
        6. develop training plans

q. Arrange placement of students for both project and cooperative experience:
   1. select students and identify their strengths and doubts
   2. match students with training stations where they are likely to succeed and further career goals
   3. arrange interviews
   4. prepare students for job interviews and successful entry
   5. check with emploeyrs on their decisions and follow-up with individual conferences with students
   6. continue arranging interviews until all students are placed.

r. Plan for employment-related instruction.

s. Order instructional equipment and materials.

t. Make coordination calls as soon as possible in order to avoid problems and to assure a successful beginning for students and training sponsors.

u. Help students organize a vocationai student organization chapter and plan chapter activities as part of the total curriculum plan.

v. Continue to work on curriculum development and with the administration to implement locally directed evaluation procedures for the marketing and distributive education programs. Use program and course objectives as measure.

The above outline indicates a need for long-range planning. There is also a need to continually update the curriculum. The need to utilize the services of local advisory committee members in keeping the program updated is critical to the success of the marketing and distributive education programs.